

Grade 6 SS/ELA
Unit 1: Geography Lesson 3

Lesson 3: Hemispheres, Continents, and Oceans: The Big Picture!

Overview:

Students identify Earth's hemispheres, continents, and oceans and determine their location on a globe/map as the teacher models using a Styrofoam ball or similar object. After being exposed to both maps and a globe, students decide which is more realistic.

Optional: The students transfer information from a two dimensional model to a three dimensional model to represent the man-made features, as well as the continents and oceans. This lesson could be coordinated with art.

***Suggested time allowance:** 2 class periods*

Standards:

- SS.3.2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.
- L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

Enduring Understanding:

- Geography affects the life and development of a civilization.

Essential Unit Question:

- How do man-made division lines help us to understand what continents and oceans make up the Eastern Hemisphere?

Resources/Materials for this lesson:

- Van Nguyen, Nicole Richardson, and Dana Rajczewski . “The Earth is Broken into Halves???” University of Richmond.
<http://chalk.richmond.edu/education/projects/webunits/geography/hemispheres.htm> An animated visual description of the earth's hemispheres, latitude and longitude. Includes an interactive game.
- One large Styrofoam ball
- Two large rubber bands
- Compass Rose
- World map, one for every group. (included)
- One pumpkin, (medium size), per every three/four students
- Paint (blue for the oceans and 7 additional colors to represent each individual continent)
- Assessment Checklist (included below)

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- Paint brushes for each group
- Globe
- Tape

Activities/Procedures:

Day 1

1. Have students view “The Earth is Broken into Halves???”
2. Reinforce the meaning of the word “hemisphere” as hemi = half, and sphere = Earth, therefore hemisphere means “half of Earth.”
3. Explain to the students you will now create hemispheres on a three-dimensional model. Stop the animation at the end of the explanation of hemispheres.
4. Using a Styrofoam ball and a rubber band, place the rubber band around the ball side to side, representing an equal area above and below the rubber band. The ball is essentially divided into two equal halves. (Any other round-shaped three dimensional object can be substituted to demonstrate this concept.)
5. Project a Compass Rose on the white board and identify the halves as Northern Hemisphere, (top), and Southern Hemisphere, (bottom). Label appropriately. Ask the students to identify in which hemisphere we live.
6. Using a second rubber band, divide the same Styrofoam ball in half, wrapping the rubber band around, top to bottom. The ball now has two more equal parts, left and right of the rubber band.
7. Using the Compass Rose, identify the new halves as Eastern and Western Hemispheres. Label appropriately. Again ask students to identify in which hemisphere we live.
8. Explain how all locations, (not directly on one of the rubber bands), can be identified as being in two hemispheres, and that this year we will be studying the Eastern Hemisphere.
9. Using a globe, apply these same concepts to understand Earth’s four hemispheres.
10. Identify the Equator, Prime Meridian, and International Date Line on the globe. Explain how these lines are imaginary, created by man.
11. Discuss how the rubber bands on the Styrofoam ball represent these imaginary lines, outlining Earth’s hemispheres.

Day 2

1. Distribute World map (included). Tell students to recall what they learned in geography in prior grades and identify and label the names of Earth’s oceans and continents on the map. Compare their maps to the large projected map.
2. Review the commonalities and differences between a map and a globe. Ask the students which is a more realistic model of the earth, the globe or the map?
3. Optional: Once it has been established that a globe is a more accurate representation of the earth, introduce the pumpkins and stress the similarities in shape, (sphere), between the pumpkin and globe. (If not following this option skip to #8.)

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4. Using the globe and world map as a reference, label the North and South Pole, the Equator, the Prime Meridian and the International Date Line.
5. Students will now make a model of the globe using their pumpkins. Continuing with the globe and world map as a reference, have students cut out the seven continents. Once they have been cut out, place the continents, to the best of their ability, in the general location of where they belong. Secure the continents to the pumpkin with tape. Once all seven are correctly located, trace them in black marker. Remove the cut outs, label the pumpkin accordingly.
6. Paint each continent a separate color, re-label when dry with a marker.
7. When all continents have been painted, have the students paint the remaining areas blue to represent bodies of water. Label the five oceans when paint is dry.
8. If the pumpkin option is not followed, have the students identify the continents and oceans in the Eastern Hemisphere, and make predictions about life in specific locations.

Evaluation/Assessment:

- Pumpkin/Globe Project Checklist (included)
- World map labeled with each individual continent and ocean and its specific hemisphere(s).

Vocabulary (See Unit Glossary for definitions)

- hemisphere
- ocean
- continent
- Equator
- Prime Meridian
- International Date Line